

NOV 2 1954

The Classical Outlook

VOLUME XXXII

NOVEMBER, 1954

NUMBER 2

Copyright, 1954, by the American Classical League

THE CLASSICS SUB SPECIE AETERNITATIS

By REYNOLD L. BURROWS
University of Utah

SUB SPECIE AETERNITATIS" is a philosophical term; and with regard to the teaching of Latin and Greek today perhaps it is best that we be somewhat philosophical, considering the precarious enrollments, the lacerated school budget, the proud scientist's contumely, and the general apathy toward classical studies. By all means let us meet these philosophically! However, this paper will not deal with keeping up a stiff philosophical lip. Rather, I should like to discuss broadly an approach to classical studies by which I hope to underscore the permanent quality of the classics, emphasizing them as everlasting expressions of human achievement; for it is through this permanent aspect that the classics can claim their fame and enlist our interest and most profound admiration, and not through direct reference or specific applicability to ourselves and to our civilization. It is the discovery of, or at least the search for, the permanent appeal in a work of art that is a great reward for the humanist, and incidentally a greater reward still is the sharing of that experience.

"Sub specie aeternitatis" means "in the view of eternity," and this term carries the implication that the immediate which seems so vital loses its present bearing when viewed in the eternal stream of events. We may scrutinize, dissect, and study minutely and at close range a given masterpiece, but the spirit of the artist and the appreciation of his line, rhythm, and balance which express that spirit is to be attained only by moving back from the close line of vision.

The mental attitude in which one thinks of something as in the stream of eternity suggests the theatrical pleasure of the viewer, not of the performer. It venerates. The judicious viewer regards the work of art as removed from himself in all details related specifically to himself, but akin in all those respects which he shares broadly, yet sympathetically, with all timeless humanity; and from the never-ending cyclorama of human history the more exalted, beautiful, and fortifying elements he

IN PERSAM CATELLUM EPICEDIUM

By ROGER PACK

University of Michigan

"Persa, pater, periit." Lingua titubante
locuta est,
Paulum amplexa ducem, Tertia
tristicula.
Ille manu crines et natae tempora
mulsit,
Subrisitque putans, "Rex moriturus
enim."
Regis erat nomen tibi, tu diadema dignus:
Immatura quidem, mors tamen omen
erat.
Regule, nempe iaces; per iter fatale
measti
Illuc, unde fere nemo redire queat.
Passer notus adest, pennis circumvolat
atris
Nobilis Elysios psittacus ales agros.
Pipilet ille chorus, sed tu baubere,
catelle,
Atque inter catulos vocula grande
sonet.
Ei mihi! muta canum tot milia
formosorum
Cerberus agnatos increpat usque
suos!
Triceps ille regit rodentes ossa Mo-
lossos;
Cerbereo nutu turba timenda
tremit.
Tu salvator eris: duplicato poplite
"Persa!"
Bis reboant longum, terque "Tri-
umpe!" canunt.

will grapple humbly to his heart with hoops of steels. Of course this presupposes some critical acumen, and a harmonious balance between emotion and intellect. Most of all, I suppose, is required an intelligent sympathy for what is human. This is an approximate translation of the Latin *humanitas*.

Let me cite some current ideas with relation to the classics which I consider lacking in vision and breadth, thus robbing the student of the most completely satisfying aspects of classical study. In the study of classics in our schools the student can often lose sight of the richness of the classical tradition by concentrating on only the *disiecta membra* of the languages proper, grammar and vocab-

ulary building. Many of our high-school and college students study Latin only with reference to the English language in point of word derivations from the Latin. For the most part they are unaware that there is anything else. I cannot deny the importance of these considerations in approaching Latin; but it should be pointed out at the beginning that these are the peripheral by-products of the great subject proper and that their study is introductory and finite. Very few study Latin, I find to my dismay, because Latin is a powerful vehicle of expression, compact, dynamic, and architecturally thrilling, or because these qualities have been effectively used by fine literary exponents of great periods of the past; yet an impressive number of students study French, German, or Italian for those very reasons.

When one approaches the teaching of classics he must battle the demand for the *absolute relevancy to experience* on which so much of modern education rests. Therefore in trying to attract students to the field the classicist feels it incumbent upon him to find points of influence the classics have had on modern life. This seems unsatisfactory to me in consideration of the person who wishes to derive the maximum satisfaction from the classics. The average student, too, trained within the framework of this pragmatist doctrine, is lost on this approach. The rapport of classical languages and literatures with modern language and thought is, in many instances, interesting; it is however not a cogent incentive for a student to approach the classics. Moreover, in a sense, this approach reduces the classics to an anachronistic commentary always ready for application; and it implies that we have achieved a greater degree of civilization than the ancient, and that classical civilization is ancillary to our own. One would suspect that we are sitting atop a pinnacle of achievement and that Cicero, Vergil, and Aristotle have, in their modest way, contributed to our greatness.

What direct influences from the classical civilizations of Greece and Rome can we find? If we analyze ancient literature we find that most

THE CLASSICAL OUTLOOK

of it is the product of an undemocratic society; Caesar's military views are palpably outdated; much of ancient philosophy advocates retreat from the social and political scene. Historical writing may suggest parallels, but there are variable factors to consider in making comparisons. Aeschylus, Sophocles, and Euripides have given us a concept of theatre, but only Seneca, a seldom inspired and rarely read Roman tragic poet, and Plautus and Terence, the Roman comic poets, have had any influence on our theatre. Of course it must be admitted that Seneca, Plautus, and Terence had their roots in the earlier Greek poets. The point I am making is that the great authors of drama, epic poetry, and philosophy have survived *not* because of their direct connection with modern thought and culture but because of their intrinsic worth *in the eternal view*. The classics then are not just part of a great development towards literary or intellectual perfection.

Let us examine the field of music. Although Bach, Beethoven, Brahms, Chopin, and Ravel have had great influence on composers subsequent to their day, surely we do not study or listen to them because of that fact. The same is true for the fine arts. Humanities do not follow the same rules as sciences, with their emphasis on cause and effect, utility, and cold rationality, much of which has permeated the school system. What room, indeed, is there for the consideration of the beauty and power of the human spirit?

The concern for relevancy, influences, affinities in approaching a cultural study can very often detract from one's potential breadth as well as from his enjoyment. Surely on this basis the study of the great achievements of China would have little or no validity. To adhere constantly to these preoccupations smacks of a smug provincialism which, as time goes on, will be more and more incompatible with the rôle Americans must play in world affairs.

In criticizing the present condition of teaching the classics I am not tacitly praising the methods of some fifty years ago. At that time, when the classics were securely included in the high-school curriculum, it is my belief that, in many cases, there was very ample coverage of authors, impressive concentration on factual material, and thoroughness; but perspective seems to have been rather limited. The concentration and

thoroughness, so admirable if properly directed, fostered complacent preoccupation with a segment of knowledge, but there was little projection, breadth, universality. There was little active appreciation or

ent human being?—Of course character, which is taught in the home from an early age. In education one should find emphasized the depth, beauty, and triumph of the human spirit. Can anyone doubt that the classical tradition supplies this nurture for growth? And this is particularly true if the classics are approached *sub specie aeternitatis* as permanent, everlasting, and unique monuments of achievement, and not just as sympathetic influences on our own civilization.

For the dilemma which classicists face today we may blame mass education, the leveling aim of democracy, or the changing ideal of the educated man. To me an important reason is that we are in the efflation of two world wars. This carries with it an exaggerated sense of freedom. To express this, traditional standards and values are tossed aside with reckless abandon, and serious reflection seems a deterrent to effective action. Then, too, *the line of least resistance* is championed by certain groups in their endeavor to curry favor with "progressive" parents. Although more parents attend P.T.A. meetings today, and are ostensibly interested in the education of their children, they are still more interested in vocational training than in the totality of the personality and growth of their children. However, it is my firm conviction that the situation must change. No nation, however materially fortunate, can ignore for long the persistence of great achievements to claim justified recognition. And let us underline the timelessness of this greatness. Cicero's style has never, to my knowledge, been improved upon, nor can it ever; and the same is true for the language of Aeschylus, the choruses of Sophocles, the intellect of Aristotle, the perspicuity of Caesar, the passionate sincerity of Lucretius, and the melancholy wistfulness of Vergil. They are part of *aeternitas*. It remains for the teacher of the classics, through vigorous and dedicated teaching, to direct the view and enlarge the perspective.



VERSE WRITING CONTEST

THE CLASSICAL OUTLOOK will this year conduct another Verse-Writing Contest for high school and college students. Any high school or college student may enter the contest provided he is *this year* studying Latin, Greek, or classical civilization under a teacher who is a member of the

ROMAN CALENDAR FOR 1955

A beautifully illustrated 16" by 25" wall calendar employing the Roman system of designating the months and days of the year 1955 is now ready for distribution. The pictures are those used in the Service Bureau calendar for 1949. Price, \$1.25.

Address the American Classical League, Miami University, Oxford, Ohio.

awareness of the permanent greatness of the classics. At very most there was simply a bland acceptance of that fact.

Opposed to the teaching of classics in our schools, to say nothing of the consideration of classics "in the eternal view," are some well-known educational systems with attractive catch-word tags which hardly stand the test of cold analysis. There is an aim in modern education "to train the student for citizenship in a democracy." This is a commendable proposition in itself, but what does it really mean in terms of education? Does it mean simply that the student should receive fair and impartial treatment from his teachers, and that the teachers should never appear autocratic? Is it that the student's entire education involves acquaintance with the forms of democratic procedure, with American history, with civics? Of course we want a nation of mature democratic-minded individuals, but the inescapable fact is that true citizenship and consideration for others are taught most effectively in the home and in the church. Organizational clubs offer good exercise in democratic procedures for the young. There is really very little that is democratic about the dispensing of knowledge, except to see that the students are all kept equally busy. This approach, for all its apparent value, seems to take into consideration the need for training the individual as a *political* entity; but what about the *human* factor? Of necessity man is a *human* being first, a *political* being second. And what are the subjects proper to training the human being in an effort to make him a truly fine and senti-

THE CLASSICAL OUTLOOK

Entered as second class matter Oct. 7, 1936, at the post office at Oxford, Ohio, under the act of March 3, 1879.

BUSINESS MANAGER: HENRY C. MONTGOMERY, Miami University, Oxford, Ohio

EDITOR: LILLIAN B. LAWLER, Hunter College, 695 Park Avenue, New York 21, N. Y.

ASSOCIATE EDITORS: W. L. CARR, University of Kentucky, Lexington 29, Ky.; KONRAD GRIES, Queens College, Flushing, N. Y.

SUBSCRIPTION \$1 PER YEAR. Annual fee of \$1 for membership in American Classical League includes subscription to

THE CLASSICAL OUTLOOK

Published monthly, October to May inclusive, by the American Classical League, Miami University, Oxford, Ohio
Copyright, 1954, by the American Classical League

American Classical League. Certificates of honorable mention will be awarded to the writers of all verses chosen for publication. Manuscripts must bear the name of the student, of his high school or college, and of his teacher of Latin or Greek. The verse may be in English, Latin, or Greek; the theme must be drawn from classical literature or mythology, or classical antiquity, in the broadest sense of the term. The poems must be entirely original—not translations of passages from ancient authors. No verses which have ever been published, even in a school paper, are eligible. No manuscripts will be returned; and the winning verses are to become the property of the American Classical League. The decisions of the Editorial Board of THE CLASSICAL OUTLOOK shall be final. Announcement of the results will be made in the May, 1955, issue of THE CLASSICAL OUTLOOK. Manuscripts will be received up to February 1, 1955. They may be sent to Professor Lillian B. Lawler, Hunter College, 695 Park Avenue, New York 21, N. Y.; Professor W. L. Carr, University of Kentucky, Lexington 29, Ky.; or Professor Konrad Gries, Queens College, Flushing, New York.

MATERIALS

Miss Adeline E. Reeping, of the Latrobe High School, Latrobe, Pennsylvania, has devised for her Junior Classical League chapter attractive Plasticcoat book covers, suitable for textbooks and notebooks. The book covers have pictures on them which are of interest to Latin

classes. Miss Reeping will sell book covers to other teachers at 10¢ each, postage prepaid; the minimum order is for 25 covers. Orders should go to Miss Reeping, with remittance enclosed.



“THIS I BELIEVE”

BY WALTER R. AGARD
University of Wisconsin

(Note: Professor Agard, former President of the American Classical League, prepared this statement for Edward R. Murrow's program, "This I Believe." This series of five-minute broadcasts, on which men and women in all walks of life present their personal philosophies, is run without profit and depends upon anonymous contributions. "This I Believe" is broadcast over 200 U. S. stations and 140 foreign stations and the Voice of America in six languages. It appears weekly in 90 newspapers.)

Being a teacher, I believe in the value of education not just to give us facts, or train us in skills, but chiefly to enable us to develop wide interests and sympathies, and to weave the fragments of our knowledge into a pattern which makes life glow with meaning. The most effective way of doing this, I believe, is to become well acquainted—through studying the past as well as the present—with some great men, some great ideas, some great institutions, until we catch the vision of what greatness of spirit is. "This Athens of ours was made great," said Pericles to his Greek countrymen 2400 years ago, "by men with the soldier's courage, the wise man's understanding of his duty, and the good man's self-discipline in doing

it." So with us today, to develop brave, intelligent, and responsible citizens is, I believe, the chief goal of our education and the way of life we cherish.

"C Help Inc 1954"

LETTERS FROM
OUR READERS

A REPLY

Professor Robert O. Fink, of Kenyon College, Gambier, Ohio, writes:

"Professor D. Herbert Abel's 'Newton and Latin,' in the April, 1954, issue of THE CLASSICAL OUTLOOK (pp. 65-67), left me with a considerable feeling of puzzlement as to what precisely he is advocating, and even with some uncertainty regarding his verdict on my own little note on the ablative absolute ('Is the Ablative Absolute?') in the April, 1953, issue of THE CLASSICAL OUTLOOK for December, 1953, pp. 25-27). I judge that his opinion is on the whole unfavorable; and certainly no one could justly object to his saying that I have failed to convince him. Nor do I mind figuring as 'another modern straw in the wind,' in spite of the implications of levity in such a description; but I do feel that the leader of a conservative revolution ought to quote accurately even in exposing a heretic like me."

"In short, I did not say or imply anywhere in 'Is the Ablative Absolute?' that I believe that the ablative absolute was 'no different from an Ablative of Accompaniment'; on the contrary, I stated explicitly and repeatedly that this construction 'reports some circumstance under which the situation or events mentioned in the rest of the sentence occur.' I pointed out that I considered it identical with Bennett's 'ablative of attendant circumstance,' and I see no objection to calling it that, or 'concomitant circumstance,' or 'associated circumstance,' or anything else that will convey the same idea. But I am not under the impression that 'Caesare duce' is the same thing as 'cum Caesare duce.' Professor Abel's translations of 'Caesare duce' as 'with Caesar as leader,' and of 'urbe capta' as 'with the capture of the city' are his, not mine.

"In my article, I had stated that any rebirth of Latin studies in this country must come 'through honest concentration on the one sufficient, direct reason for learning Latin—the ability to read Latin literature.' Professor Abel asked, 'Does Profes-

sor Fink mean the ability to read Latin literature as a primary or an ultimate objective? I mean it both as a primary and as an ultimate objective. Such an ability is the *sole* attainment which can be acquired by the study of Latin and *in no other way*. Better understanding of English, increased command of vocabulary, improved knowledge of the backgrounds of our civilization, and other such benefits, are all valuable by-products of studying Latin; but they are all accessible by other routes, and the first in particular should be handed back to the English teachers whose responsibility it rightfully is. But the power to read a great work of literature in the original Latin, and the satisfaction of having read one or more such works in such a fashion, is something that students can acquire only by studying Latin. Imparting this power ought therefore, it seems to me, to be our chief aim; and if we can attain it we shall not lack for students and support."

"MIGHTY LOW"

Professor E. S. McCartney, of the University of Michigan, writes:

"The story of the Texas high-school girl who felt 'mighty low' after passing under the yoke (*THE CLASSICAL OUTLOOK* for April, 1954, p. 67) reminds me of an incident recorded by Frontinus (*Stratagems*, i 12, 6). He notes that some Theban soldiers regarded it as a sinister omen when a chair on which Epaminondas was sitting gave way beneath him. As we would say, they thought that the gods were 'letting him down.'"

A GREAT HONOR

Mr. Goodwin B. Beach, who was recently announced as one of the winners in the great international contest in Latin writing, the Certamen Capitolinum, writes as follows, telling how he received the news:

"Heri vero me hic in bibliotheca sedente, gravedine foeda misero, puer ad ostium cucurrit et sonuit. Invitus, quid hic fungus volt, inquiens, respondi. Telegramma mihi tradidit. Attonitus legi arbitros Certaminis Capitolini disputationem meam esse 'laudibus publicis' dignam indicasse. Veterno qui me tenebat excusso, prae gaudio haud multum aberat quin salirem!"

Mr. Beach's winning composition was an eighteen-page essay in Ciceronian style, which he called *Disputatio Vellaunodunensis III.*

CLASS NAMES

Miss Essie Hill, of Little Rock,

Ark., writes us that the high schools of Little Rock have more students in Latin than in any of the other foreign languages. She writes also that the Latin classes at the Pulaski Heights Junior High School, in that city, have given themselves names; for example, one class calls itself "Feles Latinae," another "Rarae Aves," a third "Discipuli Regnant!"

TESTIMONIALS

Mrs. Pauline E. Burton, of the Libbey High School, Toledo, Ohio, writes of a project undertaken by her Latin students. Each of them wrote a testimonial to the value of Latin—not more than two sentences. The testimonials were mimeographed. Copies were sent to eighth-grade pupils in the district from which the high school draws; also, to all top school administrators in Toledo, including high-school principals, superintendent and assistant superintendent, director of instruction, elementary school principals, etc.



DISCONTENT

BY PAUL G. MOORHEAD
Louisiana State University

IN THE March 27, 1954, issue of *The Saturday Evening Post*, page 146, appeared a short article which states that more than half of the Americans now earning incomes are dissatisfied with their present work, although their average pay is record-breaking. Americans, it points out, are chronically discontented—a condition that is tied in with our "drive."

The article calls to mind Horace's famous Satire on the same subject (I, 1, 1-3):

Qui fit. Maecenas, ut nemo, quam sibi sortem
Seu ratio dederit seu fors obiecerit,
illa
Contentus vivat, laudet diversa sequentis?

Horace, however, attributes the cause of this discontent to Avarice, but goes on to add (14-22) that people would not change places with others even if the opportunity were offered:

... Si quis deus "En ego," dicat,
"Iam faciam quod voltis: eris tu, qui modo miles,
Mercator; tu, consultus modo, rusticus: hinc vos,
Vos hinc mutatis discedite partibus.
—Heia!
Quid statis?"—nolint. Atqui licet esse beatis. (15-19)

FRENCH AND ROMAN

By KONRAD GRIES
Queens College, Flushing, New York

A UP despatch appearing in the New York papers on May 13, 1954, quoted the Communist Viet Minh radio on the circumstances of the tragic fall of Dien Bien Phu: "When the forces of General Giap entered the headquarters they found General De Castries seated behind his desk, in an immaculate uniform, wearing all his decorations." In reading this account of the undoubtedly symbolic action of the heroic French commander one is at once reminded of the precisely similar action of the Roman aristocracy at the time that Rome fell before the onslaught of the Gauls in 390 B.C. As Livy tells the tale (5.41.1-2): "Romae . . . turba seniorum . . . adventum hostium obstinato ad mortem animo expectabant. Qui eorum curules geserant magistratus, ut in fortunae pristinae honorumque aut virtutis insignibus morerentur, quae augustissima vestis est . . . triumphantibus . . . ea vestiti medio aedium eburneis sellis sedere." At this writing it is as yet uncertain whether the Communist victors have completed the parallel by following the Gallic example; the Romans were, according to Livy, *in sedibus suis trucidatos*.



ACTIVITIES OF THE JUNIOR CLASSICAL LEAGUE

BY ESTELLA KYNE
Wenatchee (Washington) High School

THE CLIMAX of activities for the Junior Classical League in 1954 was the first national convention, held June 13-15, at Incarnate Word High School, San Antonio, Texas. Miss Mildred Sterling, of Waco, general chairman of the convention, reported that 474 delegates and 48 sponsors from 77 schools in 18 states attended. Former JCL members now in college were recognized as "ambassadors." The number of parents who came as guests was gratifying.

The program for the three days was planned and conducted entirely by students. Only two adults addressed the convention. Following general sessions, six workshop discussions were held: on constitution, federations, finances, bulletin, membership, and publicity. Emphasis on the historical background of the host city came Tuesday afternoon, in a tour in Grey Line buses, and a chuck-wagon dinner on the school campus. The program the final eve-

ning, stressing "life on the range," was furnished entirely by Texans. A set of slides made from pictures contributed by delegates is available from this writer for a rental fee of one dollar. A summary of the convention was sent to all sponsors in a special eight-page issue of *Torch: US* in September.

The executive board voted to accept the invitation of the Iowa federation for the 1955 convention. It will be held June 26-28, at the Teachers' College in Cedar Falls, Iowa.

Financing of the national convention and of publicity is from national dues. Chapter dues of two dollars are being received now by the sponsor of *Torch: US*, Miss Belle Gould, Henderson High School, Henderson, Texas. One dollar of this pays for the chapter subscription to *Torch: US*.

Federation meetings the past year totaled 24. They included, besides the national convention, one regional and 22 state meetings. An innovation tried in Wyoming the past year was an identical program held in two different schools, widely separated, in the state. Other states with geographical distances as a problem may wish to try this. More than 7000 active members of the Junior Classical League attended some convention last academic year.

Waco, Texas, was host to the largest state meeting, when 700 delegates attended the fourteenth annual convention there. Ohio University, at Columbus, had 657 at their fourth annual meeting. Other state universities where groups met were: Oklahoma, with 110; West Virginia, with 200; New Jersey, with 550; and Kentucky, with 516. Other colleges or universities furnishing meeting places were: Butler, at Indianapolis, with 241; St. Olaf's, at Northfield, Minn., with 148; Teachers' College at Cedar Falls, Iowa, with 294; Washington University, at St. Louis, and Seattle University, each with 300. Delegates registering at high schools for conventions were as follows: Hartford, Conn., 450; Albuquerque, N. M., 150; East Bridgewater, Mass., 220; Ouachita Parish, Monroe, La., 200; Stuttgart, Ark., 621; Asheville, N. C., 300; Huron, S. D., 103; Dearborn, Mich., 226; Blairsville, Pa., 400; and Russell, Kansas, 82.

Some conventions used a theme. The third regional meeting at Spokane was built around "The Life of Caesar," and the sixth state meeting in Washington featured "Styles of the Gods and of the Romans." These

same meetings chose for their themes in 1954 "A Day in Old Rome" and "The Labors of Hercules," respectively, with each episode furnished by a different chapter, to enable

A GUIDANCE PAMPHLET

"What about Latin?" is the title of an attractive twelve-page pamphlet just published. It was prepared by a special committee of the American Philological Association, and is being distributed by the American Classical League.

The American Classical League, the Classical Association of New England, the Classical Association of the Atlantic States, the Classical Association of the Middle West and South, and the Classical Association of the Pacific States are associated sponsors of the project. This pamphlet should be placed in the hands of every adviser of students in our secondary schools. A copy will be sent free to any school counselor on receipt of a stamped and addressed 4 $\frac{1}{8}$ by 9 $\frac{1}{2}$ inch envelope. Additional copies may be obtained at 10¢ each postpaid.

more students to participate.

Credit for the continuing progress of federations goes to Miss Lourania Miller, of Dallas, member of the national committee, who is in charge of meetings. Miss Miller has also appointed 38 state chairmen, and one each for the District of Columbia and Hawaii. Chairmen who have not organized state-wide meetings are striving to increase membership and to cooperate with existing classical organizations. The complete list of state chairmen appeared in THE CLASSICAL OUTLOOK for October, 1954.

Membership has increased 25% this past year, reaching 19,412 by March 15, when the annual report was sent to sponsors; 21,860 in May; and 22,567 by July 1. There were 691 chapters, an increase of 16%, according to Miss Augusta Gibbons of Sharon, Pa., a member of the national committee, working on membership. A phenomenal increase occurred in Connecticut, where the total jumped from 60 to 1054 during the year! Sponsors realize that the listing in the March report is the one that reaches all other sponsors, and for that reason most memberships are reported before then. The mimeographed report is then used as a mailing list.

The official printed publication of the JCL, *Torch: US*, had twenty-page issues on January 15 and April 15. Now in its third year, the paper is prepared by members at Henderson, Texas, with Miss Belle Gould, member of the national committee, as sponsor. Subscriptions the past year were received from 45 states and from Mexico, Belgium, Canada, and Hawaii. News contributions and pictures (chapters pay for their own cuts) were so generous that both issues included four more pages than had been planned for originally. In 1955 there will be 40 pages, with eight in September, and sixteen each in January and April. The generosity of the students at Henderson, both in time and in finances, is remarkable. By paying one dollar, chapters receive one copy; students may get individual subscriptions for ten cents each. The chapter at Wenatchee, Wash., had 80 student subscriptions last year. After the students had read their copies, they returned them to the desk; they were later sent out as samples to prospective chapters. The final cost of each issue was 18¢. The price of 10¢ for student subscriptions thus cannot remain this low unless each of the almost 700 chapters subscribes this year. The contents of each issue are such that copies are worth filing, to be used as reference material for projects and programs.

Chapters too far away from a convention get many suggestions, in addition to those in the national bulletin, from their state federation papers. Some states (e.g., Washington and Pennsylvania) have monthly issues; some (e.g., Missouri and Texas) have quarterlies; others (e.g., North Carolina, West Virginia, and New Jersey) have occasional issues. The *Nuntius* of New Jersey and the *Torch: N.C.* have good reports from chapters of their federations.

Chapter publications also receive a wide circulation. *Latinus Rumor*, of Webster Groves, Mo., now in its twenty-eighth year, last year had a circulation of over 200. *Domini Canis*, the ten-year-old quarterly of the Dominican High School, Detroit, Mich. (which, incidentally, had the largest chapter of 1954, with 210 members), uses Latin entirely in its pages. The May issue of *Tempora Latina*, of Jersey City, now in its ninth year, contains much original work; it has Latin versions of "Night and Day," "Margie," "Easter Parade," "Darktown Strutters' Ball," and "When Irish Eyes Are Smiling." The cleverly-illustrated *Cumera* of

THE CLASSICAL OUTLOOK

Henderson, Texas, also in its ninth year, has well-written editorials by students emphasizing the pleasures of studying Latin.

In addition to the sources mentioned above, the JCL has had generous publicity through THE CLASSICAL OUTLOOK in October, November, and April; in the *Classical Journal* in May; and for high-school readers in the May 24 issue of the weekly *American Observer*, published in Washington, D. C. Also, throughout the year Mr. James F. Looby saw that the JCL received abundant space in the *Hartford Courant*.

Publicity through public appearance was attained by members at Noblesville, Ind., by a float bearing an attractive JCL emblem, in the Homecoming parade. The chapter at Philippi, W. Va., entered in the county fair parade a float with nine "Muses," girls dressed in classic white gowns, each wearing or carrying the attribute of the Muse which she represented. Members at Texarkana, Ark., had "Caesar," dressed in toga and laurel wreath, and bearing a standard, ride around the school in a real chariot made by the boys, and pulled by four slaves. A trumpeter announced his approach.

Money for Latin club publications was raised at New Canaan, Conn., by the sale of candy and cakes from a booth at the school carnival, decorated with Roman soldiers and horses. Funds to pay the expenses of a delegate and the sponsor to the national convention were secured by the sale of emblems, pencils, and notebook covers at Latrobe, Pa. The purple and gold Plasticote JCL bookcovers offered by the Latrobe chapter are available this year again. Miss Adeline Reeping accepts orders addressed there; the minimum order is for 25, and the price is 10¢ each. First-prize money won in a Hallowe'en parade contest by the same chapter was added to the delegates' fund. Atherton chapter, of Louisville, Ky., had at the school carnival a booth where students could get three chances to shoot at their sign of the zodiac; arrows with suction-cup tips were used, but darts might be substituted. Since the prizes had been donated, the profit was clear. The chapter at Penn's Grove, N. J., sold chances on a turkey at Thanksgiving, to set up an annual scholarship of \$100, and a contribution of \$25 for a teacher to study at the American Academy in Rome in the summer. To defray expenses of their Christmas meeting, ten students at

Nokomis, Ill., picked corn for two hours and sold it for \$22. Libbey High School, Toledo, Ohio, continues its generous charity projects.

The West View chapter of Pittsburgh, Pa., designated in their yearbook that the JCL were members of the State and National JCL. Their meetings were held monthly. Members at Weatherford, Texas, held two program meetings and one business meeting a month. The chapter at St. Francis Borgia School, Washington, Mo., had students give book reviews or talks on Roman culture and its influence, at their meetings. One sponsor commented: "I believe that Latin classes and clubs should provide some recreation. We plan our parties and picnics well, and the students are grateful for this." At Central High School, Knoxville, Tenn., a Rex Cordum and Regina Cordum were elected at the Valentine Day program meeting. An assembly at Jefferson Junior High School, Albuquerque, N. M., featured the "Now and Then" motif. The students of Romance languages furnished some numbers. The program opened with an Italian street scene and "That's Amore." The second number was "April in Portugal." A Greek dance, a *tratta*, performed two thousand years ago, was given. Juno and Jupiter, atop a cloud, presided at the Mardi Gras which followed the assembly. Members at St. Teresa's Academy, Boise, Idaho, gave three one-act plays in Latin at their assembly. Members at Ashland, Maine, were hosts to three other chapters in their county at a dinner followed by a program. The chapter at Albert Lea, Minn., going by chartered bus, gave "Androcles and the Lion" as part of the program at their state meeting.

Members at Plant City, Florida, gave a copy of *Ben Hur* to the school library; and one Texas chapter reported the addition of a copy of the poems of Ovid, edited in 1835, to their collection of books published before 1900. Among those honoring outstanding seniors with medals was the chapter at City College, Baltimore, Md.

Initiations are both formal and informal. In Newport, Ark., the sponsor presented cards and pins at an informal meeting. At the Senior High School in Wausau, Wis., membership cards and pins were received at a candlelight service. At Clifton, N. J., following the Christmas program, an initiation ceremony was held. Guards entered, prepared incense, and took positions at the head

of the hall. The two consuls approached. A "decree of the Senate" calling for the admission of all the initiates into citizenship was read. Prospects passed "under the yoke," received their pins and cards, and repeated the "slave law" and the pledge. At Catholic Girls' High School in Los Angeles, following a week of "slavery," the *servae* were freed of their chains (paper), and introduced to Telete, goddess of initiation. Fryeburg Academy, Maine, used the legend of Arachne; the initiate was given a ball taken from inside a golf ball, and told to weave a "spider's web" around a framework of slats given her!

The theme of a carefully-planned Roman banquet at Greenville, Ohio, was *The Robe*. Murals of Demetrius, Diana, and Marcellus were used, and a review of the book climaxed the evening. Detailed plans will be sent on request to this writer. The chapter at Waterloo, Indiana, decorated their banquet room as a peristyle. The Ides of March was the date of the Norwich, N. Y., banquet. Center, Texas, used for banquet favors "Roman senators" made of pipe-cleaners dressed in Kleenex togas. The chapter at Mississippi College of Clinton sent a five-page script for a "Banquet of the Gods on Mount Olympus" which we hope can be widely distributed. Rev. Gerard Ellsperrmann, O.S.B., of St. Meinrad's Abbey, Indiana, is the national committee member working on programs.

The preparation of this report is made more pleasant by the personal comments that come in from the chapters. "This year we are proud to join the JCL, and we hope to find more members in New England this coming year," writes a Maine sponsor. A Pennsylvania secretary writes, "We sincerely believe that the JCL is an excellent organization for communication and education for students brought together by a common interest, and we thank you for your encouragement and help." "In closing," writes a correspondent from Arkansas, "I would like to express the thanks of our club that we could join a wonderful club like the JCL. We hope that we can live up to your expectations."



Officers of the Classical Association of the Pacific States for 1954-55 are: President, Winifred E. Weter, of the Seattle Pacific College; Secretary-Treasurer, E. Y. Lindsay, of the Grant Union High School, Del Paso Heights, California.

ON THE READING AND WRITING OF TEACHERS

By A. M. WITHERS
Virginia Polytechnic Institute

THE FAILURE to read and the failure to write on the part of so many teachers in school and college are associated phenomena, effects from the same cause. That cause is a lack of sufficient knowledge and practice of the English language and of feeling therefor.

Language and literature are bound together, if indeed they are not the same thing; and having no passion through solid learning for our language, very many even of the so-called educated do not genuinely love their own literature, though they may blithely presume to "teach" it.

Our people in general, pursuing prevalent will-o'-the-wisp features in public instruction, are undernourished, if one may so mix figures, on the fundamental language tools of education. Without adequate equipment in precise word knowledge, will for intelligent and forceful composition, and understanding of style, teachers like other men and women are not going to accomplish much good reading, and especially not much good writing.

To be very concrete, the excellencies of English cannot often be absorbed without the help of Latin. Study of Latin, even very sincere study, does not positively guarantee knowledge and love of English; but the total absence of the study of Latin does practically assure mediocrity or less in the use of English—except in rare cases marked by talent, by long and unremitting application as a never wholly satisfactory substitute for early absorbed competence, or by genius.

In the case of most of the unsteady teachers I have in mind it is not time that is lacking for reading and writing. It is capacity. Where the treasure is, there will the heart and the activity be also.



NEW JCL CHAIRMAN

Miss Lourania Miller, of the National Committee on the Junior Classical League, has announced that the new JCL chairman for the western district of North Carolina is Miss Georgia Haley, of the High School at Lenoir.



In our October issue, page 3, in the Latin paragraph, for *unumquemquam* read *unumquemque*.

BOOK NOTES

Inscriptionum Fasciculus Tertius. By Hamletus Tondini. Rome: Angelo Belardetti, 1953. Pp. 170. Paperbound. \$1.20.

Devotees of Modern Latin (and their number is increasing constantly), as well as historians, will find this collection of Latin inscriptions of recent years both useful and delightful.

The format of the book is good (although, as a *fasciculus*, it is paperbound). The 145 inscriptions are printed one to a page, in capital letters, usually with a brief note as to the location. There is a well-written and beautifully printed foreword, and the volume is concluded with appropriate indices—one of them headed, most interestingly, "Quibus Verbis Res Quaedam Latinis Incognitae in Titulis Sint Significatae."

The range of the inscriptions is wide. Some are funereal, some commemorative, some dedicatory, some devised merely to call attention to an interesting place. One is associated with the Vatican City television station, one with a motion picture projector, one with a street light, one with an irrigation project, several with springs or lakes, with bells or chimes, with houses or public buildings, with hilltops, with forests or particular trees, with reconstructions after war damage.

Many of the inscriptions, as one would expect, are from Vatican City, Rome, or elsewhere in Italy; but the collection includes one from Delhi, in India, and fourteen from the walls "principis Novarci templi, in Foederatis Americae Septentrionalis Civitatibus." —L.B.L.

Ancient Sparta: A Re-Examination of the Evidence. By K. M. T. Chrimes. New York: Philosophical Library, 1952. Pp. xv plus 527; 9 plates, 1 map. \$8.75.

This volume is the American edition of a work published originally in 1949 by the Manchester University Press and, as such, reviewed frequently and at length, e.g., by H. Michell in *Classical Philology* 46, [1951], 184-188. The author's project is a twofold one: to clarify the many unsolved problems regarding the institutions which gave Sparta its unique position among the states of ancient Greece, and to account for this uniqueness on historical grounds. Because of the secrecy with which the Spartan state in its hey-

day enveloped itself, and because of the dearth of archaeological material for the early period of Spartan history, Mrs. Chrimes turns first to a painstaking examination of the evidence—especially epigraphic—that recent excavations have produced concerning the Sparta of Hellenistic and Roman times. The main conclusion of this examination being that "Spartan institutions of the early period were preserved almost unchanged into the Principate" (pp. 169-170), a detailed analysis in the light of this new material of such literary evidence as that supplied by Pausanias, Plutarch, Strabo, and the *Lacedaemoniorum Respublica* ascribed (falsely, according to the author) to Xenophon, furnishes the basis for radically new interpretations of many aspects of the political and social structure of the archaic Spartan state.

Undoubtedly meant mainly for the specialist, *Ancient Sparta* is still fascinating (though heavy) reading. To follow the accumulation and careful sorting of evidence and the gradual emergence of tenable conclusions is intellectual stimulation of a high order. Not all the conclusions will, of course, be accepted by the professional, and even to the non-specialist some will seem tenuous or far-fetched (e.g., that on the "processions of Lydians" at the festival of Orthia, pp. 265-268); yet, in the words of H. Michell (*op. cit.*, p. 188), the author is indeed to be warmly congratulated upon "a book of first-rate classical scholarship." —K.G.

Modern Greek Folktales. Chosen and Translated by R. M. Dawkins. Oxford: At the Clarendon Press, 1953. Pp. xxxviii plus 491.

This book is an excellent and scholarly piece of work. It is a collection of 84 "of the traditional stories that are still being told in many of the villages in contemporary Greece" and Asia Minor. The stories are chosen carefully, to represent types rather than isolated tales. Many of the stories have been hitherto unknown outside of the Greek lands. Although some are from published collections, others are from manuscripts, and still others were recorded either from dictation or "by the gramophone." The author has presented the stories in translation, with unobtrusive notes and introductory comments, and has traced the origins of the tales where possible. The result is a volume that will be of profound interest not only to the folklorist, the student of Modern Greek, and the classicist, but even to the general reader.

THE CLASSICAL OUTLOOK

Mr. Dawkins finds that some of the traditional tales stemmed originally from India, others from Albania or the Balkans in general, from Turkey, Persia, Italy, Russia, Georgia; some are from mediaeval romances, fairy tales, and church stories. Some are from ancient Greece—notably No. 56, "The Thief in the King's Treasury," from Herodotus. In each case, the story has been modified by the "Greek character," and made distinctively Modern Greek.

The introductory chapter is particularly good, with its general discussion of the tales and of their transmission, and of the importance of story-telling among the Greek peoples.

In this volume Mr. Dawkins has done a job that long needed to be done. This reviewer can but wish that someone would do a similar study of the origins of the folk dances of Modern Greece!—L.B.L.

NOTES AND NOTICES

Officers of the American Philosophical Association for the current year are: President, T. R. S. Broughton, of Bryn Mawr College; First Vice-President, Harry Caplan, of Cornell University; Second Vice-President, George E. Duckworth, of Princeton University; Secretary-Treasurer, Paul L. MacKendrick, of the University of Wisconsin; Editor, Francis R. Walton, of the Florida State University.

Officers of the Archaeological Institute of America for the current year are: President, Henry T. Rowell, of The Johns Hopkins University; Vice-President, Gilbert Bagnani, of the University of Toronto; Treasurer, Walter C. Baker, of New York City; General Secretary, Constantine G. Yavis, of Holy Cross College; Recorder, Christine Alexander, of the Metropolitan Museum of Art, New York City; Editors, Ashton Sanborn, of Cambridge, Mass., and Jotham Johnson, of New York University.

Faculty officers of Eta Sigma Phi for the current year are: Executive Secretary and Editor, Graydon W. Regenos, of Tulane University; Honorary President, Gertrude Smith, of the University of Chicago; Honorary Secretary, W. C. Korfsmacher, of St. Louis University; Trustees—William H. Willis (1956), University of Mississippi, Chairman; Grace L. Beede (1956), University of South

Dakota; Victor D. Hill (1955), Ohio University, Athens, Ohio; Lillian B. Lawler (1955), Hunter College; H. Lloyd Stow (1957), Vanderbilt University.

Officers of the Classical Association of New England for 1954-55 are: President, James Appleton Thayer, St. Paul's School, Concord, N. H.; Vice-President, Dorothy M. Robathan, Wellesley College; Secretary-Treasurer, Claude W. Barlow, Clark University.

Officers of the Classical Association of the Atlantic States for 1954-55 are: President, Earl L. Crum, of Lehigh University; Vice-Presidents, John S. Kieffer, of St. John's College, Annapolis, Md., and W. Edward Brown, of Lafayette College; Secretary - Treasurer, F. Gordon Stockin, of Houghton College; Editor of *The Classical Weekly*, Edward A. Robinson, of Fordham University; Secretary for Distribution of Publications, Stanislaus Akielaszek, of Fordham University; Ex-Officio Officer, Emilie Margaret White, of the Public Schools of Washington, D. C.

Officers of the Classical Association of the Middle West and South for 1954-55 are: President, Arthur H. Moser, of the University of Tennessee; First Vice-President, Dennis Martin, of Winthrop College; Secretary-Treasurer, John N. Hough, of the University of Colorado; Editor of *The Classical Journal*, Clyde Murley, of Northwestern University.

Officers of the Classical Society of the American Academy in Rome for the current year are: President, Paul MacKendrick, University of Wisconsin; Vice-Presidents, Francis Walton, Florida State University, and Joseph Fontenrose, University of California; Secretary, Martha Hoffman, University of Illinois; Treasurer, Claude Barlow, Clark University.

Winners of regional scholarships to the summer session of the American Academy in Rome for 1954 included John F. Reilly, of Yonkers, N. Y. (Classical Association of the Atlantic States and New York Classical Club); Audrey Cooper, of Penn's Grove, N. J. (Classical Association of New Jersey); and Lucile Rowland, of Columbus, Ohio (Ohio Classical Conference).

Also, Maureen Shugrue, of Torrington, Conn. (Classical Association of New England), and Elizabeth H. Ferguson, of Grosse Pointe, Mich. (Classical Association of the Middle West and South).

Winners of fellowships in classics at the American Academy in Rome for the year 1954-55 are: William S. Anderson, of Yale University; Katherine A. Geffcken, of Bryn Mawr College; and William L. MacDonald, Jr., of Wheaton College.

Miss Anna P. MacVay, of Athens, Ohio, sends in a letter from the Honorary Treasurer of the Classical Association of Great Britain, J. S. Shields. Mr. Shields reports that the Association celebrated its jubilee recently, and that a jubilee fund has been raised, to pay for reading prizes and occasional papers. The Association will publish Gilbert Murray's presidential address and L. J. D. Richardson's history of the Association from 1903-1953.

Among the classical plays produced in the country during 1954 were the *Oresteia* of Aeschylus, in Greek, at Randolph-Macon Woman's College; the *Antigone* of Sophocles in English at Cedar Crest College, Allentown, Pa.; and the *Mostellaria* of Plautus in English at Hunter College.

The *Hartford Courant*, which is sponsoring the Junior Classical League in Connecticut, devoted one of the panels on its seventh annual Parade of Youth Forum last May to the topic: "Are we dragging American education down to a common level in the name of democracy, with no provision made for those with higher talents than the ordinary man? How can we stimulate an interest in the *cultural* subjects like the *classical* studies, rather than those subjects which are taken mainly as a means of future employment?"

Boston College presented an Academic Specimen recently, on "Masterpieces of Attic Oratory." The students participating were interrogated by three visiting professors.

The High School at Topeka, Kansas, received excellent publicity in the *Topeka Daily Capital* for its annual foreign language banquet. The paper devoted almost a full page, with seven photographs, to the occasion, many of the pictures featuring members of the Latin club.

Of interest to classicists is "English and Its Allies," by A. M. Withers, in the *Peabody Journal of Education* for 1953-54, pp. 288-291.

We extend a welcome to a new publication, the *Kentucky Foreign Language Quarterly*, published at the University of Kentucky, Lexington 29. It is "devoted to all aspects of the study and teaching of ancient, mediaeval, and modern foreign lan-

guages." The initial number contains, among other articles, one on "The Humanities for the Next Decade," by Mortimer Graves, and one on "Vergil for a Fourth-Century Roman Schoolboy," by Arthur F. Stocker. The subscription rate for the new journal is two dollars a year.

AMERICAN CLASSICAL LEAGUE SERVICE BUREAU

Please do not send cash through the mails. If you send cash and it is lost, we cannot fill your order. Please use stamps, money orders, or checks. The latter should be made payable to the American Classical League. If a personal check is used, please add 5¢ for the bank service charge. If you must defer payment, please pay within 30 days.

Ordering should be done carefully, by number, title, type (poster, mimeograph, pamphlet, etc.). Material ordered from the Service Bureau is not returnable. After two trips by mail the material is likely to be too badly damaged for resale; since the Service Bureau is a non-profit-making organization, it cannot absorb losses such as this.

Please order material at least two weeks in advance of the date on which you want to use it. In an emergency, add 20¢ for special-handling postage.

Because of the increased cost of fourth-class postage, please add 25¢ for any order of \$1.50 or more.

The address of the Service Bureau is Miami University, Oxford, Ohio.

W. L. CARR, Director

The Service Bureau has for sale the following new item:

Teaching First-Year Latin. A hard-cover book of 280 pages prepared by a group of Ohio teachers and published by the Ohio Classical Conference in 1938. Price, while the supply lasts, \$1.00.

CHRISTMAS Mimeographs

- 103. Latin translations of several well-known songs, including Christmas carols. 20¢
- 160. Christmas and the Roman Saturnalia. 10¢
- 163. Some paragraphs about Christmas written in easy Latin. 5¢
- 236. More about the Saturnalia. 10¢
- 294. Officium Stellarum. A liturgical play suitable for presentation at Christmas. 10¢
- 382. Saturnalia. A Latin play. 15¢
- 388. The origin of the Roman Saturnalia. 15¢
- 465. Suggestions for a Christmas program by the Latin department. 15¢
- 466. A Roman and an American Christmas compared. A play in two acts. 15¢
- 478. Suggestions for Latin Christmas cards. 5¢
- 618. Frater bestiarum, or Viae ad sapientiam. A Christmas play, with music. 16 or more boys, 1 girl. 40¢

- 624. Io Saturnalia! An easy Latin play for first-semester students. 6 boys, 2 girls, plus extras. 10 minutes. 10¢
- 674. Tidings of Great Joy: Christmas tableaux. Four "Living Pictures" with carols and readings from the Latin New Testament. 20¢
- 686. The Roman Saturnalia. Reproduced from THE CLASSICAL OUTLOOK for December, 1937. 15¢ Booklets
- Latin Songs and Carols. By J. C. Robertson. 50¢
- Carmina Latina. Forty songs with music, including Christmas hymns. 25¢
- Articles in THE CLASSICAL OUTLOOK
Price, 15¢ each
- Christmas and the Roman Saturnalia. December, 1938.
- Some Ancient and Modern Yuletide Customs. December, 1939.
- Christmas Gifts and the Gift Bringer. December, 1940.
- Christmas and the Epiphany: Their Pagan Antecedents. December, 1941.
- December 25th, Christmas Day. December, 1942.
- LATIN AND GREEK CHRISTMAS CARDS
Price, with matching envelope, 7¢ each; \$1.00 for 15 in any assortment.
- A. A descending angel adapted from a Dürer woodcut; the Latin version of Isaiah 9:6 and Luke 2:10, 11. Blue or blue and black on ivory.
- H. Angel adoring Madonna and Child. An original linoleum block by the American artist John C. Snook. Inside, a greeting in Latin. Blue and silver.
- I. The story of The Nativity, in Latin, from St. Luke. Red and black on green.
- K. A kneeling woman in medieval dress holding a branched candlestick. The inside of the card contains three stanzas of a medieval Christmas carol in Latin. Red and black on ivory.
- L. Roman lamp in silhouette. Inside, a greeting in Latin. Green or red with black.
- M. Linoleum print of Madonna and Child with a Latin version of "O Little Town of Bethlehem." Green on ivory.
- N. A wood engraving of the nativity scene with a quotation from the Latin Vulgate. Inside a Latin Christmas greeting. Black and red on white.
- P. A woodcut of the Parthenon, printed in terracotta on white. Inside, a good-luck greeting in Latin, suitable for Christmas or any other occasion.
- PG. A woodcut of the Parthenon, printed in leaf-green on white. Inside a greeting in Greek, suitable for Christmas or any other occasion.
- S. The carol, "Silent Night," translated into Latin, printed decoratively with holly and ribbon borders. Red, green, and black, on white.
- T. A softly-colored picture of the three columns of the Temple of Castor and Pollux reflected in the pool of the House of the Vestal Virgins in the Forum at Rome. Inside a greeting in Latin.
- X. A beautifully colored imported Swiss postal card featuring the Christmas Rose with appropriate Latin verses by John K. Colby. No envelopes.

The Service Bureau has available the following material previously announced.

RADIO AND OTHER PROGRAMS
(Exclusive of plays in Latin and plays in English which are listed separately)

- I. RADIO PROGRAMS
Mimeographs
- 3. Death of a Democracy. The conspiracy of Catiline. 20¢
- 5. Patriotism in the Roman Republic. 20¢
- 443. But Why Latin? A radio talk. 20¢
- 461. Broadcast of Caesar's Battle against the Nervii. 10¢
- 532. What the Classics Do for High School Pupils—a radio talk. 15¢
- 551. A Trip through Roman History. A burlesque "sound effects" skit. 15¢
- 584. Latin today. A radio program for 1 girl, 2 boys and a guest speaker. 10¢
- 593. Practical Notes on the Production of Radio Programs. 15¢
- 601. Apologies to the Romans and to Horace Heidt. A burlesque. 15¢
- 602. New Words—A Radio Talk. 15¢
- 603. Cicero versus Catilinam, or Mr. District Attorney. A burlesque radio skit. 15¢
- 604. They Will Gossip. The story of the boy Papirius, in the form of a radio skit or assembly program. 20¢
- 605. The Fall of Troy. A dignified presentation of Book II of Vergil's *Aeneid*. 20¢
- 606. Roamin' with the Romans. This program, with its hints of St. Valentine's Day and its patriotic sketches, could serve admirably for a February assembly, or for radio. 20¢

THE CLASSICAL OUTLOOK

619. To the Muses. This ode can be used as an introduction to a program on the Muses, for assembly, classical club, Roman banquet, or radio. 10¢
622. Hippolytus. A radio script. 25¢
626. Greeks vs. Romans—A Football Classic. A sports broadcast. 15¢
629. Amo, Amas, Amat. Radio script about English derivatives. 25¢
635. You're Tied to Latin. A playlet or radio script. 20¢
639. All Gaul. A radio script or play in two acts. 40¢
640. Latin Is Fun. A radio broadcast. 25¢
670. Out of This World. A radio skit based on *Aeneid*, Book VI. 25¢

II. OTHER PROGRAMS
Mimeographs

129. Some Living Statues. 4 "statues" and an announcer. Directions for make-up, staging, etc. 20¢
130. Roman Water Carriers. 4 girls. A simple dance-drill. 20¢
249. Mother Ducere: A pageant. Vividly illustrates many English words derived from Latin *duco*. 10¢
356. The Delphic Oracle. An Evening's Entertainment. 15¢
381. A Trojan Festival. A pageant for boys, based on *Aeneid* V. 10¢
406. A Roman Style Show. Many characters. 20¢
426. An Easter Pageant in Latin. Living pictures with readings from the Vulgate. 20¢
477. Suggestion for a Roman Circus. Many characters. 10¢
507. A day with the Muses. Many characters. A classical program. 10¢
522. Directions for the Construction of Marionettes and a Stage for Them. 15¢
537. A Visit to Mount Olympus. A mythological pageant. 15¢
547. Mettius Curtius. A story in English to be read by one pupil while others act it in pantomime. 10¢
566. The Loves of Jupiter. Directions for making hand puppets, and two scenes for them. 10¢
567. Julius Caesar. A short musical comedy on the death of Caesar. 15¢
580. The Morning of the Wedding. A Roman fashion show for girls. 15¢
581. Suggestions for Celebrating the Birthday of Rome. 15¢
592. Some Suggestions for May Day or Spring Festivals. 15¢
621. "Cupid and Psyche" in Living Pictures. 15 minutes. 20¢

623. The Labors of Hercules in Television. Amusing shadow pictures. 2 girls, 5 boys, and narrator. 15 minutes. 25¢
630. Perseus and the Gorgon's head. An assembly program. 16 girls plus extras. 6 boys plus extras. 35 minutes. 25¢
637. An April Fool Program. 20¢
643. An Initiation Ceremony, including a Program of Twenty Questions. Can be used also as a radio or assembly program. 20 minutes. 25¢
646. An Ancient Choral Dance. Can be performed by any number of girls or boys. Requires no special ability or training. 15¢
653. Pomona: A Puppet Play. 5 puppets. Or may be given as a stage play. 1 girl, 4 boys. 15 minutes. 20¢
654. Persephone: A Puppet Play. 6 puppets. Or may be given as a stage play. 3 girls, 2 boys. 20 minutes. 25¢
668. Living Pictures from Mythology. 20¢
674. Tidings of Great Joy: Christmas tableaux. Four "Living pictures" with Latin carols and readings from the Latin New Testament. 2 girls, 9 boys, a concealed reader, a concealed choir. 20¢
677. Pan versus Apollo. A pantomime with music. 3 boys and an instrumental trio. Complete directions for costumes and stage properties. 20¢
688. Theseus and the King of the Deep. A spectacular undersea pantomime. Requires music and dancers. At least 6 boys and 6 girls. 15¢

Bulletins

- BIX. Paris of Troy. A pageant play in English verse. 15¢
- BXVIII. A Journey through the Lower World. A pageant based on Book VI of the *Aeneid*. 20¢
- Mimeographs on Costuming*
63. Roman Dress. 25¢
119. How to Make a Roman Toga. 15¢
171. How the Romans Dressed. Illustrated. 25¢
407. Dimensions for Greek Costumes. 10¢
434. Directions for Making the Costume of a Roman Legionary Soldier. 5¢

A LATIN CLUB

The seventh edition of The Latin Club by Lillian B. Lawler. Order as Bulletin XII. 75¢

LATIN CARD GAMES

1. Famous Romans. A card game based on Roman tradition and

history. Accompanying booklet gives directions for five variations of the game. May be played by two to ten persons. \$1.00

5. Game of the Latin Verb No. 1. A card game of principal parts for all Latin students, including beginners. 35¢

6. Game of the Latin Verb No. 2. A card game of principal parts for more advanced Latin students. 35¢

7. Game of the Latin Verb No. 3. A card game providing drill on voice, mood, tense, number, and person of the Latin verb for all students, including beginners. 35¢

8. Game of the Latin Verb No. 4. Similar to No. 3, but more advanced. 35¢

9. Sententiae I. A Latin card game which gives practice in the use of various cases, especially the accusative (as direct object) and the dative (as indirect object). 75¢

10. Sententiae II. A Latin card game, similar to Sententiae I, but emphasizing the ablative of means and the ablative of personal agent. 75¢

11. Sententiae III. A Latin card game emphasizing expressions of place. 75¢

JUNIOR CLASSICAL LEAGUE ACCESSORIES

JCL birthday cards, with the words "Tibi Laetum Natale" and the JCL emblem printed in black on white. Envelopes. Price, 5¢ each.

JCL seals, one inch in diameter, bearing the JCL emblem in purple and gold. Die-cut, ten seals to a sheet. Price, 10¢ a sheet.

JCL stickers, for notebook or for automobile. Approximatly 3 1/4 inches square, printed in purple and gold. Specify type desired—for notebook or for automobile. Price, 3 for 5¢.

JCL award key of sterling silver with space on the back for engraving. This award key is intended as a mark of recognition for high scholastic standing or for meritorious service to the chapter. Orders must bear the teacher's signature. \$2.20 (including federal excise tax).

WHY STUDY LATIN IN SCHOOL?

Primarily addressed to high-school students, the following recently published pamphlets should also be given wide circulation among school administrators and student counselors:

Pamphlet 51 presents the answers of 20 college teachers of subjects other than Latin or Greek. 10¢ each.

Pamphlet 52 presents the answers of 84 university or college executives. 25¢ each; for 5 or more copies, 20¢